

NEAH-KAH-NIE SCHOOL DISTRICT NO. 56

Regular Board Meeting 6:30 PM

October 11, 2021

Virtual Meeting

504 N. Third Ave.

Rockaway Beach, OR 97136

**OFFICIAL MINUTES**

**PRESENT**

Present\

**BOARD MEMBERS**

Sandy Tyrer, Chairman  
Carol Mahoney, Vice Chair (absent)  
Michele Aeder  
Landon Myers (absent)  
Kari Fleisher  
Renaë Scalabrin  
Mike Wantland

**DISTRICT OFFICE STAFF**

Paul Erlebach, Superintendent  
Mark Sybouts, Business Manager  
Kathie Sellars, Administrative Assistant

**CALL TO ORDER**

Call to order

The regular meeting of the Board of Directors of the Neah-Kah-Nie School District was called to order at 6:33 p.m. by Chairman Sandy Tyrer. Ms. Tyrer welcomed staff and patrons of the district all present stood for the flag salute.

**APPROVE AGENDA**

Approve the Agenda

Ms. Tyrer mentioned that we need to amend the agenda by adding to New Business the District Equity Lens statement, which Ms. Aeder will address. Ms. Tyrer called for a motion to approve the agenda.

Motion to Approve

**M-Scalabrin/2<sup>nd</sup> Wantland to approve the agenda as amended. Motion carried unanimously.**

Consent Agenda

**CONSENT AGENDA**

- ♦ Approve Minutes From September 13, 2021 Regular Board Meeting
- ♦ Approve the Revised 2021-22 Annual Calendar
- ♦ Approve Neah-Kah-Nie Middle School Extra Duty List
- ♦ Approve Neah-Kah-Nie High School Extra Duty Lists

**PERSONNEL**

Licensed Hiring - Extra Duty

- ♦ Nehalem Elementary Head Teacher
  1. Kristina Quintana (K/1)
  2. Ali Duer (2/3)
  3. Alison Williams (4/5)

**NON LICENSED PERSONNEL INFORMATION - Informational Only**

- ♦ **Hiring**
  1. Connor McRae as Custodian 1 at Garibaldi Grade School and Neah-Kah-Nie High School
  2. Iris Siegel as Nehalem Elementary School Sp. Ed. IA
  3. Danielle Armstrong as Garibaldi Grade School Head Secretary
  4. Madison Sellars as Garibaldi Grade School Preschool IA
  5. Will Grimes as Neah-Kah-Nie Middle School Custodian 1
- ♦ **Classified Resignations**
  1. Danielle Armstrong as Garibaldi Grade School 3.5 hr. IA

**M-Aeder/2<sup>nd</sup> Fleisher to approve the consent agenda as presented. Motion carried unanimously.**

Motion to Approve

## COMMUNICATIONS

### Oral Communication

#### *Public Input*

Public Input

Damian Laviolette stated that he has had some dialog with the district and appreciated the response with regard to the 11 percent decrease in student enrollment. He stated that after seeing the September enrollment report it's looking like it is closer to nine percent this year. He stated that any organization should be concerned when it loses 11-9 percent of its student body over a span of 12-18 months. He stated that over the past 20 years and looking at the numbers and some of the feedback from the board chair, and is curious to see what the school board and the district are going to do to find these students. He is wondering about some of the students who have just disappeared. He would be willing to discuss these students offline. He is interested in hearing what the board and or district are going to do to combat neighboring districts or online schools from taking students from the district. He also mentioned some back and forth comments about zones, and stated that board members are elected by zone, and represent a zone, and should be hearing the concerns of their constituents. Ms. Tyrer thanked Mr. Laviolette for his input. Ms. Tyrer asked if we had any other public comment. There was no other at this time. Mr. Laviolette added that this would be the time for his zone member to bring forth his comments. Mr. Laviolette's attendance PowerPoint as well as the district's response to the PowerPoint and Mr. Laviolette's response back to the board are all attached these minutes.

#### *Student Input, Sabrina Eisele*

Student Input

Ms. Eisele shared the Neah-Kah-Nie High School student council report. She shared that Homecoming will be pushed back to January due to the unfortunate cancellation of the football season. They will instead be doing a Fall Ball Dance on October 30. Ms. Eisele's report is part of the Neah-Kah-Nie High School Board report, which is attached to these minutes.

Ms. Buckmaster shared the rest of the high school board report. She announced that Bella Hamann would be the student representative to the Board going forward.

#### *Staff Input, Angie Douma*

Staff Input

Ms. Douma shared the staff report, which it is attached to these minutes.

#### *Written Communications*

Written  
Communications

Board and Administrator

Enrollment Report

Neah-Kah-Nie School District Enrollment Trend Data

October 2021 Howler

October 2021 Nehalem Nugget

September 2021 Neah-Kah-Nie Middle School Newsletter

October 2021 Neah-Kah-Nie Pirate Newsletter

Thank You Letter to Heidi Buckmaster From Damian Laviolette

## REPORTS

Reports

#### *Classroom Audio Enhancement System, Cynthia Grelck*

Cynthia Grelck, who is the new District Technology Coach, shared the Voice Enhancement Technology Systems that have been installed in most of the classrooms around the district. These systems are designed to assist the teachers in the classroom by magnifying their voice allowing them to speak naturally. The District spent \$57,000 on the Red Cat Amplification systems. The teachers wear a microphone around their neck and are able to speak naturally even through a mask. The District has also purchased ViewBoards for every classroom. Currently, half the classrooms have these boards; the other half should have them by the

end of the month. She has been going around training teachers how to use these boards.

*Neah-Kah-Nie Student Health and Wellness Center, Caitlin Simons*

Caitlin Simons is with the Rinehart Clinic and will be a provider in the Student Health and Wellness Center (SHWC). Ms. Simons shared a little about her background; she has a Bachelor's degree in Humanities from University of Wyoming and a Masters in Nursing from Yale University and currently works at the Rinehart Clinic. She has prior experience working with youth through the Boys and Girls Club.

The SHWC is about having the healthiest students we can have, making them better learners. The center is going to be open to all PreK-12 students who live in the Neah-Kah-Nie School District. They will also be able to serve school staff with the goal of serving the families of students. Some services that will be available are:

- ♦ Well child exams
- ♦ Annual physicals
- ♦ Health screenings
- ♦ Sports physicals
- ♦ Same day care for illness or injury
- ♦ Immunizations, including COVID-19 as well as testing
- ♦ Routine lab tests
- ♦ Age appropriate reproductive health
- ♦ Referrals for other specialty medical services

In the future, they hope to have a mental health provider on staff as well, but for now will be partnering with Tillamook Family Counseling Center. The Health Center will be open two days a week to start, on Tuesdays and Wednesday from 8:30 a.m. to 5:30 p.m. They will close for lunch on a staggered scheduled. There will be two medical providers on staff, herself and Le Anna Coy, they will also have a medical assistant. They will accept most medical insurance but will have a sliding fee scale so that no one will be turned away. There will be an opt out form for parents who do not wish for their children to be seen in the clinic.

Mr. Wantland asked what it would take to have mental health services available; Ms. Simons stated they are still able to access mental health screening, we just need to hire a provider.

Division 22 Standards

*Division 22 State Standards, Paul Erlebach*

Board members have received the Division 22 State Standards. There are two areas where we did not meet the standards for the 19-20 school year. 1) Elementary PE due to the pandemic; and 2) Elementary social studies curriculum, we just did not have time to teach social studies and we do not have a curriculum. The Division 22 standards will be posted on the website. Ms. Fleisher asked about the deficiency in elementary PE and will the elementary schools be meeting the standard this year? Mr. Erlebach stated that elementary schools should be meeting the standards in PE this year.

Unfinished Business

**UNFINISHED BUSINESS**

*Project Updates, Steve Baertlein*

Garibaldi Grade School Solar Project; Mr. Baertlein stated that it is finally going to be completed this month on the 21<sup>st</sup> and 22<sup>nd</sup>. The contractors will primarily be working outside.

*District HVAC Engineering Project*

Met with the engineer the past two weeks at the elementary schools and the high school. They have determined that those buildings are the ones that need the work. We had a discussion with the engineers today, they are working to come up with a timeline and cost estimates, so that information can be brought to the board in November. We have systems operating in our schools. Mr. Erlebach stated that once we have information we will present it to the Board. We have been saving ESSER II and III grant funds to help pay for

this project, for any amount above the ESSER funds, we will look at using capital improvement funds.

*Update on Superintendent Transition from September 13, 2021, Work Session*

Ms. Tyrer stated that we had some things to do in advance of this meeting. Mr. Myers was not able to be at the meeting, but shared with Mr. Erlebach what he found out. Mr. Erlebach shared that Landon talked with one of the board members from Tillamook; it was a self-run search by the board and the superintendent. What Mr. Myers also learned from the Tillamook board member that he spoke with that they were very happy with the decision they made to have an assistant superintendent for a year, and furthermore are very happy with the superintendent they hired. He recommended that next month have Mr. Myers share out what he learned from Tillamook. He also recommend that the board request proposals from three firms and select a firm in January 2022.

Discussion occurred. Ms. Tyrer asked Ms. Sellars to schedule a one-hour work session prior to the November board meeting. Ms. Fleisher asked what the time commitment would be from board members in a self-selection process. Ms. Scalabrin shared the same concern.

**NEW BUSINESS**

New Business  
Inclusion Alliance,  
Equity Lens

Inclusion Alliance, Equity Lens, Michele Aeder

Ms. Aeder stated that the Inclusion Alliance has been working for several months to develop an equity lens and would like to read it to the Board and request that the Board adopt the equity lens.

Ms. Scalabrin stated that she is new to the Board and is not familiar with the reason for the equity lens. Ms. Aeder stated that she believes that it is mandated for districts to adopt an equity lens. She also stated that last year the district convened the equity committee which started meeting monthly, for the first meeting there were over 100 people in attendance, some who shared their experiences while attending Neah-Kah-Nie schools. Ms. Aeder explained the work of the Inclusion Alliance committee and how they arrived at the equity lens. She shared that this document is meant to change as we learn and grow. Ms. Scalabrin asked how we are to use the equity lens. Mr. Erlebach stated that the Board is voting on the committee's recommendation. How the administrators and others in the district will use an equity lens, he feels it is important in our daily work that we are asking ourselves if our practices and programs are equitable to all students. Mr. Erlebach stated that several years ago a student did his senior project on how his race impacted his education, it was a powerful presentation. The equity lens is attached to these minutes.

**M-Aeder/2<sup>nd</sup> Wantland adopt the Neah-Kah-Nie School District equity lens as presented on behalf of the Inclusion Alliance Committee. Motion carried.**

Motion to Approve

**FISCAL**

Fiscal  
Payment of Bills

Payment of Bills

September 2021 Check Register

No Board member raised an issue with the check register.

Fiscal Summary Sheet, Mark Sybouts

Fiscal Summary Sheet

September 2021 Fiscal Summary Sheet

Mr. Sybouts apologized for sending out the wrong general fund sheet. Ms. Sellars emailed out the revised sheet. He stated that we are moving along at this point until our timber revenue begins coming in. Ms. Fleisher asked what the payments in lieu of property tax represent. Mr. Sybouts stated that it is a heavy equipment rental tax. The Legislature passed a way that equipment renters can pay based on the rental revenue they receive rather than a personal property tax for heavy equipment that is rented out. That amount is then turned over to the counties and then to the taxing district based on their property tax levies for the



year. He stated that this is only the second time we have received these kinds of funds.

## **SUGGESTIONS AND COMMENTS**

### **Superintendent**

- ♦ He thanked the students and staff for all their work transitioning back to in-person learning on September 27. He has visited each school several times and has been impressed.
- ♦ He was a preschool IA at the Garibaldi Preschool Promise room today. He was surprised at the number of staff that enter a preschool classroom. He thanked Ruth Weston for the work she is doing.
- ♦ He observed Michael Simpson's classroom at Nehalem Elementary, another outstanding teacher.
- ♦ There is a significant shortage of licensed and classified substitutes. TSPC has just relaxed the rules around the education requirement for substitute teachers. Kathie Sellars will be working with some of our classified staff in applying for the Emergency Substitute license.
- ♦ Two student contact days have been added to the District calendar.
- ♦ He thanked Caitlin Simons for her contribution to the SHWC
- ♦ Madison Chestnut is doing an internship with him this term. Madi is an OSU student in public policy.
- ♦ We will be hosting other schools during student input starting next month. This was a request raised by Ms. Aeder last spring and is one of those equity issues.
- ♦ He will give Renae Scalabrin a tour of the district. Ms. Scalabrin thanked Mr. Erlebach for arranging the tour.

### **Board**

Board

Ms. Scalabrin stated that her kids are so happy to be back in school. She also stated that she wanted to address one of the comments that was made by Mr. Laviolette during public comment regarding zone representation. She stated that when she decided to run for the Board she had a conversation with Ms. Sellars, asking if she was only being voted on by the people of Manzanita or the whole district. Ms. Sellars stated that she would be voted on by the entire district, and this was confirmed with Tassi O'Neil, the County Clerk. She stated that in fact when she received her ballot she was able to vote for Kari, as well as Mike or Damian. Ms. Fleisher stated that she asked the same question when she read the statement. She shared that the people in her zone can always come and talk to her and she will bring their concern to the board as a whole. Ms. Scalabrin shared that she understands that our communities are broken up into zones, but a board member represents and is voted on by the whole district.

Ms. Tyrer stated that she is very excited about the upcoming board training. Ms. Sellars will schedule the training as soon as she hears from all board members, so if you have not responded please be sure to do so. It will help us move forward as a cohesive board. Ms. Sellars stated that she has heard back from all board members and she will schedule the training for November 2.

Ms. Aeder stated that she is glad that the issue of zone representation has been clarified.

Mr. Wantland agreed.

## **ADJOURN**

Adjourn

Hearing nothing more to come before the board the meeting adjourned at 7:53 p.m.

## **NEXT MEETING**

Next Meeting

November 2, 2021 – Board Work Session for Board Training  
Regular Board Meeting November 8, 2021

# Enrollment Metrics and Message to NKN School Board and Fellow District Parents and Taxpayers

Damian Laviolette, Zone 3/4 resident,  
parent, and taxpayer

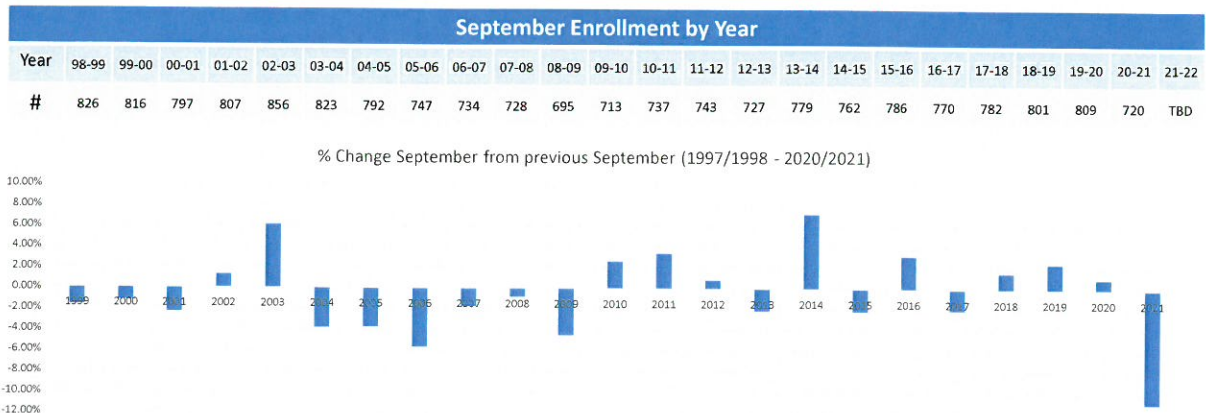
9/28/2021

## Enrollment Numbers

- I have taken 60 minutes to compile some metrics/statistics and trending data based off the material available on the NKN District #56 website
- Data primarily from enrollment documentation focused on September and April enrollment numbers from 1997/1998 to 2020/2021 (September 2021/2022 numbers are not yet available to me)
- Questions I feel that should be asked, Board activities needed, and risk management actions that should be taken:
  - Where did these kids go?
  - Why did they go? COVID?, CDL?, Curriculum, etc..?
  - What is the district doing about it?
  - What is the board doing about it and who are they holding responsible?
- Between January 2021 and September 2021 student enrollment numbers have been discussed no more than several times, excluding to say they are posted, for less than 2 hours in total (according to minutes/my attendance), I have personally attended in one fashion or another each of these meetings with the exception of one (I check the minutes for any enrollment specific discussion)
- I recommend you stop just saying they are posted and dig into them each month, especially when you lose 11% of your total student body over a 12-month period.

### September Enrollment Metrics 1997-2021

- September Enrollment Numbers have shifted +/- 6% or less for the past 20 years with the exception of **11% loss in September 2020/2021** (don't have 2021/2022 enrollment numbers yet), the loss of 11% (89 students) in enrollment is tragic and significant to say the least.



### Impact of 11% Enrollment Loss

- For starters, the loss of 89 students, some of which may have just plain disappeared i.e., not in home schooling, not transferred to a school that had in person learning, or to a school with a stronger curriculum is probably criminal.
- The short-term costs to the child/student, the long-term costs to the person, and the total cost to our society is likely unquantifiable
- To take a shot at just the financial impact/simplify these numbers to something although not 100% accurate, but probably not too far off and easily meaningful:
  - Total Expenditures 19-20 End of April = \$9,804,000.00
  - Total Students Enrolled 19-20 September = 809
  - Estimated Cost Per Enrolled Student by Expenditure = \$12,118.00
  - Students Lost/Enrollments Down between September 19/20 and September 20/21 = 89 (**WOW!**)
  - Potential Loss Financially/Decrease in Expenses = \$1,087,975.06 (**WOW!**)



## Impact of 11% Enrollment Loss

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- When an any organization loses **11%** of anything be it staff, budget, revenue, expense, students....its catastrophic, and action is taken.....Our School District #56 should be no different **(to be clear there is no possible way to put a price on our children)**
- If the expectation is that students/parents will just jump back in after in person school goes into place, that's a high-risk stance to take
- The board should be asking/demanding to know who, what, why, where, and when this is going to fall out in the District #56 strategic plan
- Forgive the sarcasm...or not. Why would the board be talking about playground covers, sporting events, HVAC systems, equity groups, clinics, or anything else more than enrollment numbers, the kids lost, and what's going on to deal with the issue when you lose 11% in a year?
- You have children's futures in your hands, I know a legacy can be a playground cover or new middle school everyone can see, but what about the child that just disappeared that you could have done something about, where does that sit on the legacy me.

## Questions of the Board

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- Where did these kids go?
- Why did they go?
- What is the district/administrative staff doing about it?
- What is the board doing about it and who are they holding responsible?
- When will we have opportunities to sit and meet with our zone/school board representatives?

## Reminder

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School Boards have **two fundamental** roles:

- To **represent** the concerns of the parents, families, citizens, and taxpayers to the school administrators, and to **represent** the needs of the students and school district to the citizens, taxpayers and parents of the community.
- The school board does not operate the district on a day-to-day basis; that is the job of the superintendent, who is the district's chief executive. Rather, the school board sets the policies, goals, and objectives for the district – and it holds the superintendent **responsible** for implementing the policies and achieving the goals.

\*\*\*If you're going to represent and hold responsible you need to be in alignment with who you they are and what they want

Wednesday, October 06, 2021

RE      Response to enrollment questions

Damian,

I received your September, 28 Power Point with questions concerning student enrollment, loss of funding due to declining student enrollment, accountability, board members having zone meetings, and roles and responsibilities of the school board.

I have attached student enrollment data to this letter.

Here are my responses to your questions:

Yes, the school board is keenly aware of the decline in student enrollment during the ongoing pandemic. The board is also concerned when any student leaves the school district. A student enrollment trend data report is included in the monthly school board packet. Board members have the necessary time to review the student enrollment numbers and ask any pertinent questions. Neah-Kah-Nie School District, like most school districts in Oregon, have had a decline in student enrollment. All three school districts in Tillamook County have declining student enrollments, similarly, all school districts in the Northwest Education Service District (NWRESD) show a decline in student enrollment.

**Where did these kids go?**

Parents have always had the option to choose to enroll in the school district, chose virtual programs, decide to home school, enroll in private schools, or request inner district transfers. Since the pandemic began, many parents decided to enroll their children in online schools. Other families, lost their jobs, and moved. Parents who enroll in online programs, must have permission from the school district of origin. Online transfers are documented. Students who are home schooled register with the NWRESD. Students who enroll in another school district request transcript records. Very few students just “disappear” as you stated in your Power Point.

**Why did they go?**

Each family makes its own decision on the education of their children. During the pandemic, for a myriad of reasons, families made decisions based on Comprehensive Distance Learning, Limited-in-Person, in-person instruction, safety of in-person, school safety protocols, government mandates, unemployment, convenience of virtual learning, etc. Historically, there have been a few families who decide Neah-Kah-Nie School District is simply not a fit for their children and decide on other education options.

It is not a crime for parents to transfer to another school with a “stronger curriculum” as you stated in your Power Point.

**What is the district/administrative staff doing about it?**

The school district is focusing on safely educating the 750 students who are currently enrolled in successful full-time, in-person instruction. The school district continues to enhance current programs and facilities for the students who are currently enrolled. This includes adding full time preschools at Nehalem Elementary and Garibaldi Grade School. Expanding the Response to Instruction & Intervention program at the secondary level. Adding a Family Resource Coordinator at the secondary level. Increasing services to Hispanic families with a Hispanic Family Resource Coordinator. Hiring a district Instructional Technology Coach. Opening a Student Health & Wellness Center. Hiring school counselors at the middle and high school. Making improvements to the Career Technical Education classroom. Constructing outdoor play structures at Nehalem Elementary and Garibaldi Grade School, etc.

All staff make personal connections with students and families all the time. Staff do not want a single student to leave the school district.

**What is the board doing about it and who are they holding responsible?**

The school district is not holding anyone responsible for a decline in student enrollment caused by the current pandemic. The board supports staff and administrators who are safely educating 750 students, full-time, in-person. The board values staff who continue to go above and beyond to safely provide a high quality education during a pandemic. The school board honors the individual choice of families to seek the highest quality education for their children. All staff are held responsible to do their jobs. The superintendent is responsible to oversee the daily operations and the long-range plan of the Neah-Kah-Nie School District. The superintendent is evaluated every year.

**When will we have opportunities to sit and meet with our zone/school board representatives?**

School board members do not represent specific zones. School board members represent all students. There are public input opportunities at school board meetings. School board members frequently communicate with parents, students, and community members.

Your statement, “Potential Loss Financially/Decrease in Expenses = \$1,087,975.06 (WOW!)” is inaccurate. The school district does not receive any Basic School Support. Unlike the vast majority of school districts in Oregon, Neah-Kah-Nie School District does not receive funding based on student enrollment.

**Why would the board be talking about playground covers, sporting events, HVAC systems, equity groups, clinics, or anything else more than enrollment numbers, the kids lost, and what's going on to deal with the issue when you lose 11% in a year?**

The school district has a Continuous Improvement Plan and a Capital Improvement Plan that provides the necessary guidance for the district. The school district is obligated to provide the highest quality, and safest, education for the 750 enrolled students during a pandemic and during a “regular” school year. Investing in covered elementary playground structures are a perfect example of the board making wise facility enhancement decisions. Both covered playground structures have been instrumental during the pandemic in the care and education of students. The school district strongly believes in the value of extra-curricular activities for all students. Students benefit physically and socially/emotionally from extra-curricular activities. If the board approves using ESSER funds to improve district HVAC systems, this will be an investment in student and staff health for decades. It is a fact, proper ventilation is a key prevention strategy for maintaining healthy environments and, along with other preventive actions, can reduce the likelihood of spreading disease.

The school district’s equity committee is committed to look for evidence and research-based practices that support all students and staff.

The school board is aware of its roles and responsibilities and trusts the superintendent to do his job.

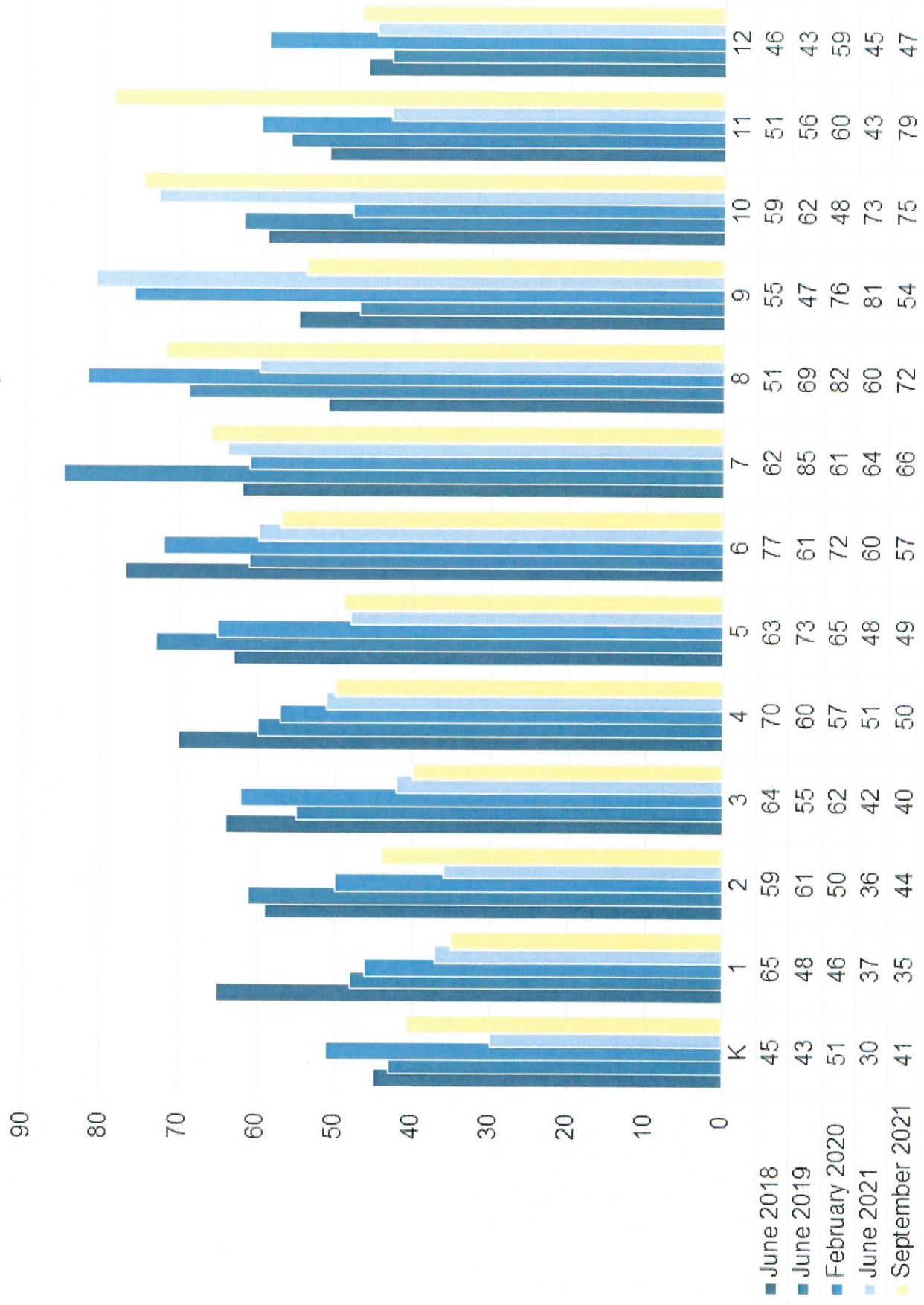
If you have any additional questions, please don’t hesitate to contact me.

Sincerely,

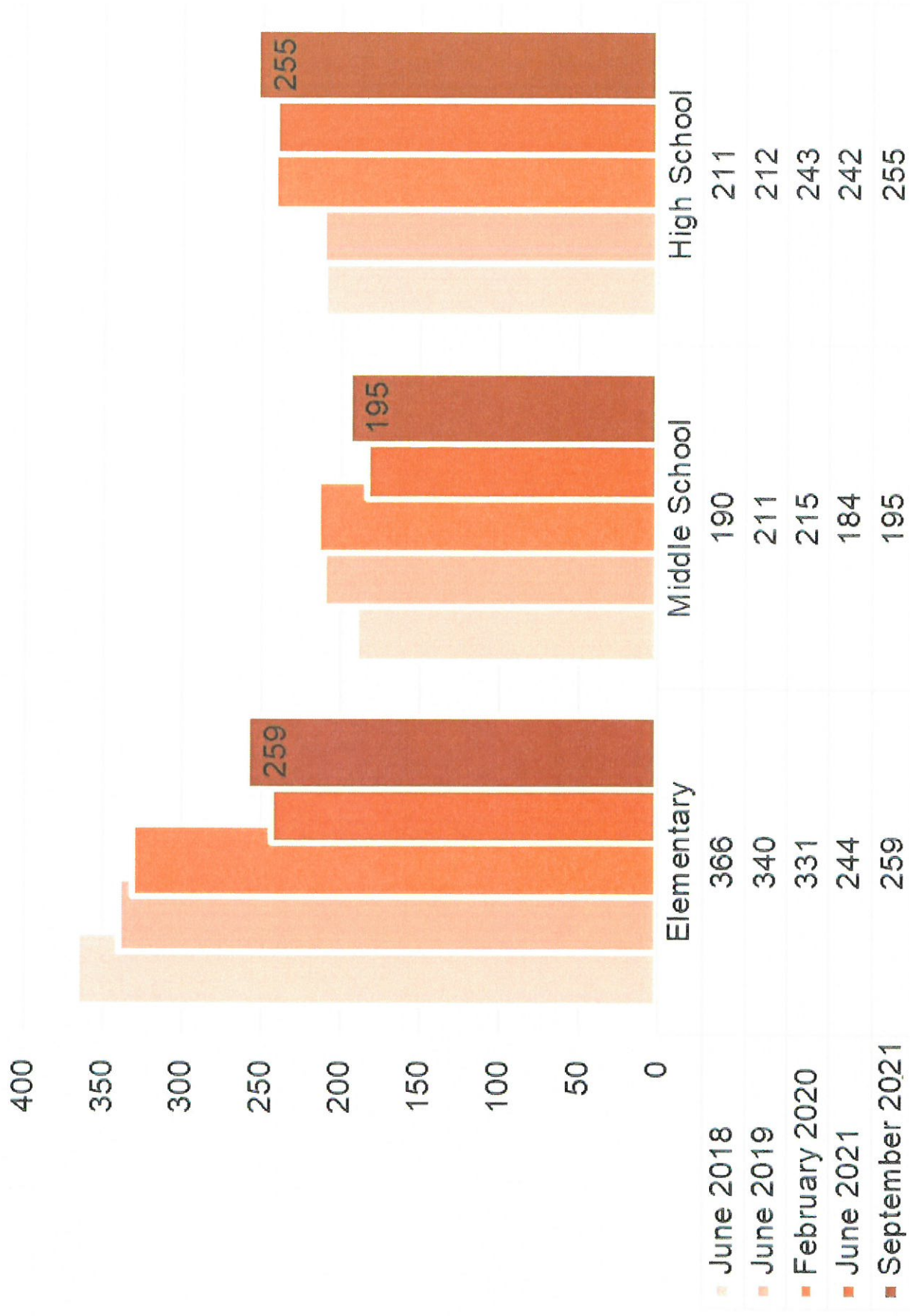
Sandy Tyrer, Board Chair  
Neah-Kah-Nie School District



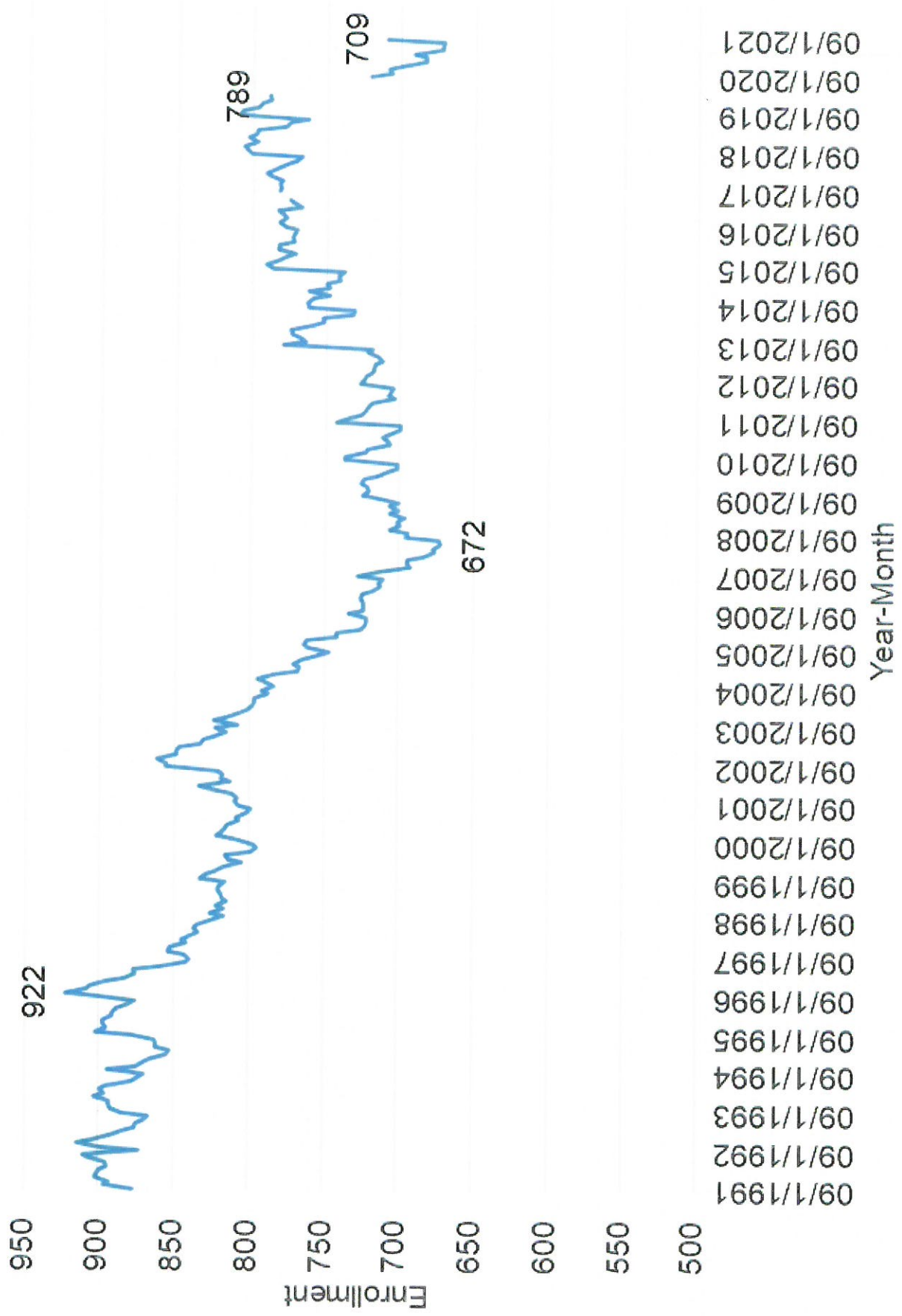
Neah-Kah-Nie School District - Enrollment Trend by Grade



Neah-Kah-Nie School District - Enrollment Trend by Grade Level



Neah-Kah-Nie School District - Historical Enrollment





Wednesday, October 06, 2021

RE      Response to enrollment questions

Damian,

I received your September, 28 Power Point with questions concerning student enrollment, loss of funding due to declining student enrollment, accountability, board members having zone meetings, and roles and responsibilities of the school board.

I have attached student enrollment data to this letter. **Thank you for the time and the responses, here is my feedback, please as notified post my feedback as well as your response to the public school board meeting.**

Here are my responses to your questions:

Yes, the school board is keenly aware of the decline in student enrollment during the ongoing pandemic. The board is also concerned when any student leaves the school district. A student enrollment trend data report is included in the monthly school board packet. Board members have the necessary time to review the student enrollment numbers and ask any pertinent questions. Neah-Kah-Nie School District, like most school districts in Oregon, have had a decline in student enrollment. All three school districts in Tillamook County have declining student enrollments, similarly, all school districts in the Northwest Education Service District (NWRES D) show a decline in student enrollment.

**NKNs enrollment has in fact been trending back up over the past 10 years....and although I am sure there are several dynamics to this, I am more focused on the 11% decrease over the past year/two.**

**Where did these kids go?**

Parents have always had the option to choose to enroll in the school district, chose virtual programs, decide to home school, enroll in private schools, or request inner district transfers. Since the pandemic began, many parents decided to enroll their children in online schools. Other families, lost their jobs, and moved. Parents who enroll in online programs, must have permission from the school district of origin. Online transfers are documented. Students who are home schooled register with the NWRES D. Students who enroll in another school district request transcript records. Very few students just “disappear” as you stated in your Power Point.

To clear up the obfuscation of the metrics I originally submitted and that you have provided back, please just focus on the September enrollment numbers year over year and you will notice that there seems to be a larger than normal problem going on (I have not seen the numbers for this year yet). The recent September numbers show an 11% decrease in one year (the district provided numbers). Please see my original chart. I offline or on a direct phone call can provide the name and last location of a student that “disappeared “from your district.

### **Why did they go?**

Each family makes its own decision on the education of their children. During the pandemic, for a myriad of reasons, families made decisions based on Comprehensive Distance Learning, Limited-in-Person, in-person instruction, safety of in-person, school safety protocols, government mandates, unemployment, convenience of virtual learning, etc.

Historically, there have been a few families who decide Neah-Kah-Nie School District is simply not a fit for their children and decide on other education options.

It is not a crime for parents to transfer to another school with a “stronger curriculum” as you stated in your Power Point.

Children who were normally challenged by external events/under the best of circumstances to get on the bus or make it to school, suffered greatly in the online and distance learning models, in some cases they had no one to keep them online or even cared whether they went to class (again the individual I can provide).

Although not a lawyer or a moral/ethical language expert, I also believe it is not a crime for parents to transfer students to schools with more and/or better opportunities. I do however feel that it is irresponsible of any school board/members in this day in age to not have a curriculum committee and seek out opportunities to expand educational opportunities and keep pace/establish the school as a leader or front runner in newer skills and trade experience and education.

### **What is the district/administrative staff doing about it?**

The school district is focusing on safely educating the 750 students who are currently enrolled in successful full-time, in-person instruction. The school district continues to enhance current programs and facilities for the students who are currently enrolled. This includes adding full time preschools at Nehalem Elementary and Garibaldi Grade School. Expanding the Response to Instruction & Intervention program at the secondary level. Adding a Family Resource Coordinator at the secondary level. Increasing services to Hispanic families with a Hispanic Family Resource Coordinator. Hiring a district Instructional Technology Coach. Opening a Student Health & Wellness Center. Hiring school counselors at the middle and high school. Making improvements to the Career Technical Education classroom. Constructing outdoor play structures at Nehalem Elementary and Garibaldi Grade School, etc.

**All** staff make personal connections with students and families **all** the time. Staff do not want a single student to leave the school district.



We should all hope that you/staff are focused on safety and education, who would ever say they want the school/district to be unsafe and not care about education. Seriously who out there responds to an email as a school board/district/staff is focused on safely educating the students. The fact is the district lost 11% enrollment over the span of one year, that should at least be in the "Top 5" of topics after safety education. You likely spent more time crafting a response to this email than you have spent in the last 12 months of board meetings focused on the 11%.

**What is the board doing about it and who are they holding responsible?**

The school district is not holding anyone responsible for a decline in student enrollment caused by the current pandemic. The board supports staff and administrators who are safely educating 750 students, full-time, in-person. The board values staff who continue to go above and beyond to safely provide a high quality education during a pandemic. The school board honors the individual choice of families to seek the highest quality education for their children. All staff are held responsible to do their jobs. The superintendent is responsible to oversee the daily operations and the long-range plan of the Neah-Kah-Nie School District. The superintendent is evaluated every year.

I am more concerned with holding individuals responsible for strategic planning and what are they doing about getting some/a reasonable amount of the lost enrollment back. Again as I attend the board meetings regularly and participate in budget meetings as scheduled, I have

**When will we have opportunities to sit and meet with our zone/school board representatives?**

School board members do not represent specific zones. School board members represent all students. There are public input opportunities at school board meetings. School board members frequently communicate with parents, students, and community members.

School board members are voted/elected in by zone, and by definition and law represent the individuals from those zones on the board. I can validate that you as an elected official specifically from a zone do represent the zone. You may also represent the school district/school/students/staff as whole as well, but you do represent your zone specifically and are accountable to represent your zone/constituents who voted you into your elected position specifically. A voter from Bay City cannot vote on a board member election in Manzanita because the voters from that zone are able to influence who represents them on the board not the Bay City voters. For more information feel free to reach out to Tassi O'Neil (Tillamook County Clerk) in regard to elections/special elections and zone requirements/representation. Although as you were elected in your zone and by your zone constituents you should already be aware of this.

To be clear/simplify this concept....if I did not like or agree with your voting record and you were not in my zone I could not impact that in any way shape or form, but if you were in my zone I should be able to understand why you voted a certain way and in fact impact your



continued reelection at a later date. So, the answer is yes my zone representative should make themselves available to discuss significant matters. If the forum is the Board meeting then I would think 5-10 minutes or an email does not do some critical topics (11% loss of enrollment) justice.

**Your statement, “Potential Loss Financially/Decrease in Expenses = \$1,087,975.06 (WOW!)”** is inaccurate. The school district does not receive any Basic School Support. Unlike the vast majority of school districts in Oregon, Neah-Kah-Nie School District does not receive funding based on student enrollment.

As you are likely aware I am a member of the budget committee, and I am as such fully aware of how the school budget functions when it comes to Basic School Support. I was simplifying what any good organization would do, which is estimate revenue/cost-based off resource/asset. You represent/equate to a board of directors and your existing funding has previously supported 11% more students, now with 11% less students what your plan is, how are you going to be accountable for the spending with 11% less students. Just because your “all” of your funding is not directly tied to an individual number you should still be concerned.

**Why would the board be talking about playground covers, sporting events, HVAC systems, equity groups, clinics, or anything else more than enrollment numbers, the kids lost, and what's going on to deal with the issue when you lose 11% in a year?**

The school district has a Continuous Improvement Plan and a Capital Improvement Plan that provides the necessary guidance for the district. The school district is obligated to provide the highest quality, and safest, education for the 750 enrolled students during a pandemic and during a “regular” school year. Investing in covered elementary playground structures are a perfect example of the board making wise facility enhancement decisions. Both covered playground structures have been instrumental during the pandemic in the care and education of students. The school district strongly believes in the value of extra-curricular activities for all students. Students benefit physically and socially/emotionally from extra-curricular activities. If the board approves using ESSER funds to improve district HVAC systems, this will be an investment in student and staff health for decades. It is a fact, proper ventilation is a key prevention strategy for maintaining healthy environments and, along with other preventive actions, can reduce the likelihood of spreading disease.

All of these are valid topics/concerns/activities in some sense or fashion, I am simply contesting that an 11% loss of student enrollment is more significant and requires more or at least as much discussion/planning/strategy than the other topics mentioned above.

I recommend some form of committee seeking a strategy to regain some of your lost enrollment or a clear statement which your responses kind of already indicate, that you are aware of the 11% loss (possibly smaller after this September), or you agree with the direction of a shrinking student body.

The school district's equity committee is committed to look for evidence and research-based practices that support all students and staff.

I should hope so, but you should also be looking for how to regain some of your 11%

The school board is aware of its roles and responsibilities and trusts the superintendent to do his job.

Based off the understanding/statement in this response about zone accountability/responsibility, which seems to be clearly wrong (unless you typed it incorrectly), there may be opportunities here and elsewhere to improve/strengthen your awareness.

If you have any additional questions, please don't hesitate to contact me.

Please consider my responses my additional questions. Again thank you for your time, at the very least you/we are now spending time discussing the 11% and hopefully with some carefull review, the board will come to realize just how significant this 11% (70-80 students likely are).

Sincerely,

Sandy Tyrer, Board Chair  
Neah-Kah-Nie School District





# NKNHS School Board Report

## Special Recognition:

**Student Representative to School Board:** Bella Hamann

**Students of the Month:** Ethan Scovell, Rachel Lee

**Staff Recognition:**

Jaime Simpson- outside duty in the rain with a smile!

Russell Zaugg- a.m. screening...No symptoms, no exposures...come on in!

Carolyn Maizel-a.m. screening...how did your breakfast taste this morning?

Jenni Stinnett- created an amazing senior night slide show!

## Athletic Team Updates:

Corey Douma testified at the redistricting meeting today in an effort to keep NKN athletes participating at the 2A level rather than moving into 3A.

Congratulations Senior Athletes:

FB: Joseph Vega, Henry Gernert



XC: Jordan White



## Athletic Team Updates:

**Pirate Volleyball:** We had a very successful last home game of the season on Saturday! It was DIG PINK and Senior Night where we were able to recognize all of our fall sports seniors! Emma Miller and Madi Hopkins took on Dig Pink as their senior project and they worked hard to decorate, conduct a raffle, and engage our home crowd. We appreciated our fans and the energy in the gym Saturday as the Pirates won in 3 sets! The team will travel to Gaston tomorrow and Portland on Saturday to finish up league contests. Playoffs are TBD.



Volleyball Seniors:  
Emma Miller  
Lanie Booth  
Rylee Stinnett  
Madi Hopkins



## Activity Updates

**School Climate and Culture:**

**Honor Society:** Project #1: Teacher Appreciation

**Speech & Debate:**

**Robotics:**

**Future Natural Resource Leaders:** Mr. A attended professional development...ask him about log rolling, axe throwing, pole climbing and slab cutting!

**Unified Champion Schools Club:**

**LEOS:**

**Choir:**

## STUDENT COUNCIL

### SPIRIT WEEK DRESS UP DAYS:

**MONDAY: DRESS YOUR BEST**

**TUESDAY: DRESS LIKE A DAD DAY**

**WEDNESDAY: COLOR WAR**

**THURSDAY: CITY VS COUNTRY ATTIRE**

**FRIDAY: COSTUME DAY**

### Extra Information:

Seniors Hailey Ernst, Hannah Dante, and Lanie Booth are hosting a Haunted House for the public as their senior project October 29th from 7-10pm  
\$10 or 7 canned food admissions

Fall Ball Dance will be held in the lower gym (when approved) on October 30th from 7-10 pm

## Site Council Report:

**Members:** Heidi Buckmaster, Esther Troyer, Kathryn Harmon, Jaime Simpson, Jenni Stinnett and new student representative! Jack Stanfield.

School Improvement Goals:

1. Increase the number of students on track to graduate at each grade level.
2. Improve equity in participation (CTE courses, Advanced courses, Activities and Athletics)
  - o SEL- breakfast instruction will include stress management, coping strategies, social engagement, expressing gratitude, current events discussions, perspective taking and more...
  - o Interventions- we will be exploring RTI in partnership with middle school in language arts. In addition, attendance and other academic intervention plans are being developed based on current data.
  - o Angie Douma and Meagan Mower presented effective instructional strategies/ techniques/ classroom and lesson organization structures for MS/HS staff during inservice.

## College/Career Ready - Counselor Reports

### On Track Data:

**Class of 2022:** 45 Students - 3 credit deficient

**Class of 2023:** 77 Students - 14 credit deficient

**Class of 2024:** 74 students - 8 credit deficient

**Class of 2025:** All on track

Most have plans in place to recover credits, either by retaking classes or participating in a credit recovery class. We hope to have an after school credit recovery time as well in the near future.

**Seniors have begun their financial aid focus and are working on FAFSA, college applications and preparation for the scholarship marathon.**

**All students are setting goals and preparing for SLC's which are occurring later in the month.**

**Shout out to our teachers for their determination to provide a great learning experience for our students in spite of the challenges and demands placed on them during this time. This is especially true of our new teacher, Mr. Johnson, who has stepped up to the plate and taken on unexpected challenges with grace and determination - what a rockstar!**





## ASPIRE & Counselor Reports

### ASPIRE:

We are hopeful to be back in person for our student/mentor meetings later this year but for now all meetings are on Zoom. As always we are looking for volunteer mentors. Please contact Margaret if you are interested.

### SEL:

All students are working on social emotional learning during breakfast SEL time. We are working on the 5 core competencies:

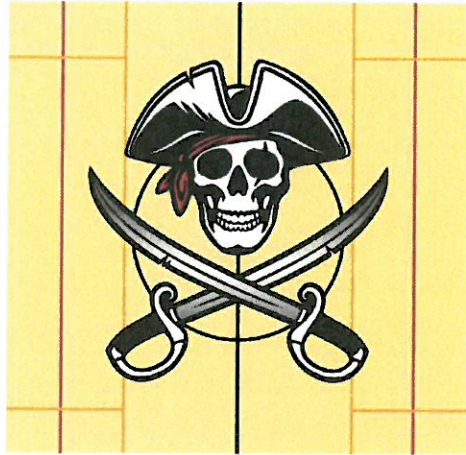
- Self-awareness
- Self-management
- Responsible decision making
- Relationship skills
- Social awareness



## Honor Society - Honoring Teachers



The End.



**October 11, 2021**  
**Certified Union School Board Report Information**

	<b>Professional Development</b>	<b>Collaboration</b>	<b>Family Engagement</b>	<b>Other</b>
<b>Garibaldi Grade School</b>	Our focus has been on Math. We have had several productive sessions with grade level focus	Working with Nehalem on math curriculum mapping has been wonderful.	We continue to use Seesaw Family to share what we are doing in the room. This app is great for parent interaction, in a time when parents can not be here physically.	As a staff, we are struggling to find time without students to meet and collaborate with colleagues, plan quality lessons, and make individual contact with parents.
<b>Nehalem Elementary</b>	I appreciate the time to work with our math coach for math instruction planning.	I appreciate the time to work with GGS staff for math instruction  District counselors have found a time to meet monthly. This will help to ensure we are working as a cohesive team district wide.	Written newsletters to keep families in the know about what's happening in the classroom/ school.	It is challenging to find time to prepare instruction to meet students' needs this year. There are lots of needs this year and not enough time to plan. -Agree on workload. Not enough time for prep. Feel like I'm drowning to keep up. We don't have time to plan quality lessons to meet the needs of all of our students. YES FEELING THE SAME!!!! With the pandemic the needs are even higher this year

	Professional Development	Collaboration	Family Engagement	Other
				and there is NO time to prep and plan for them all. My head is sinking below the water.
<b>NKN Middle School</b>	In the beginning extensive review of subject matter as well as learning CDL process and the use of online tools. Jay Blake provided a powerful PD on understanding and meeting the needs of TAG students.		Advisory teachers are working with students to prepare for Student Led Conferences.	Ditto on above and below.
<b>NKN High School</b>	I teach English at the high school and am enrolled in a second master's degree program at NAU (I already have a MAT). It is a Master's in Rhetoric, Writing, and Digital Media.  I am adding Engineering and Design Processes to my science classroom, completing PLC's for my dual credit classes and participating in the 9th grade for Success community and	Middle School and High School ELA did an awesome job aligning in the beginning weeks  The High School ELA department is collaborating to align local level ELA tasks and assessments based off ODE mandates.  Meagan has done a fantastic job collaborating with staff at all levels to ensure	On the first day of classes, I contacted each student in my advisory who did not show up for class to encourage (remind) students to attend through parent engagement.  Created a letter to send home for students who are struggling or need additional supports at any level  REMIND is a great tool.	I have had to stay after school well past 4 pm to prepare for the next days' classes. There is very little time to meet with students during the day outside of the classes they attend.  There is no time in the day to reach out to other staff members or to contact students who are absent for various reasons which creates a disconnect with



	Professional Development	Collaboration	Family Engagement	Other
	<p>continuing to work on my Spanish for Education course</p>	<p>the ELD students have what they need</p> <p>I wish there was time to collaborate and work with colleagues.</p> <p>Angie and Megan have worked hard to plan and implement applicable PD for us surrounding literacy strategies! I have very much enjoyed working with my Department conducting this work.</p>	<p>Student Led Conferences are next Thursday! Flexibility to conduct conferences via zoom OR in person, whatever will be most convenient and accessible to our students and their families.</p>	<p>both staff and students</p> <p>No time for students to check in with teachers after they are absent and get instruction/make up work/take tests, etc...</p> <p>Morning meetings take away from precious prep time even if they aren't daily, there just isn't enough time in the work day to do what is required of us all</p> <p><i>This is another teacher agreeing with the previous comment. If we are actually expected to get all of our work done during the official work day, that seems to me a cruel joke. I'm working at least 70-hour weeks to be able to design engaging lessons and grade daily practice assignments.</i></p> <p><i>On another note,</i></p>

	Professional Development	Collaboration	Family Engagement	Other
				<p><i>I think there really should be some sort of tutoring/make-up time set aside during the school day -- or at least on a couple of school days -- for students to get extra help. (Maybe have two lunch periods, with students being assigned to lunch one period and "academic intervention" the next period. That would also solve the problem of lunch overcrowding.) The time could also be used for make-up or retake tests. Most of my students have to take the bus to and from school and aren't available to meet before or after school. Some students stay after school for sports and their coaches don't want them to miss practice or a game. For some students I haven't been able to think of anything else to</i></p>

	Professional Development	Collaboration	Family Engagement	Other
				<p>do but send them to the library (with an adult proctor there) during regular class period if they need to make up a test. But then they miss out on the classroom learning of that day. For students who need extra help outside the school day but can't stay after school because they are dependent on a bus to get home, I'm staying in my classroom to meet with them over Zoom once they get home. I'm doing this because I really want to help the students learn. But I'm frustrated that the options the school district has left me with are either not to give this kind of help or give it over Zoom after 4:30 PM.</p>

**Other Comments:**

Over the course of the last 18 months, educators have been charged with completely reinventing their profession over and over again.

Two weeks ago, with great joy, district staff welcomed students back to in person learning.

We knew that school structures would not be what they were the last time our students were in the building. Schools would be implementing countless protocols around sanitizing, mask wearing, social distancing, and cohorting. Although these protocols mean extra work for everyone, we have taken them on, determined to keep our students safe.

We also knew that our students would not be who they were the last time they were in the building. The experiences of our students varied greatly during the pandemic. While some were fortunate enough to have the support and structure they needed to make it through unscathed, others struggled with attendance, academics, social skills, and physical and emotional well-being. We are now seeing how these experiences have an impact on academic skills and behavior. Although responding to increasingly disparate skills and behavior means extra work for everyone, we have taken it on, determined to meet our students' needs.

Although we knew structures and students had changed, we neglected to realize that we also are not who we were the last time students were in the building. After repeatedly recreating our profession, we are more clear than we've ever been about how to support our students. Pandemic teaching has taught us the value of collaboration. After learning with and from one another in order to survive the deluge of change that has occurred, we now know that we truly are better together. Additionally, pandemic teaching has taught us the importance of communication. After implementing regular communication practices with parents and students, we now know how it impacts relationships and academic performance. Pandemic teaching has also taught us the importance of individualized support. This support is even more critical now, as we observe just how wide the gap has grown.

When I talk with staff across the district about how they are doing, I have found that everyone is working harder than they've ever worked before. Yet, not one person is asking for less work. Instead, the greatest source of stress is coming from not being able to implement what we've learned through the pandemic in order to be our best at our jobs.

There is an African proverb that states, "If you want to go fast, go alone; If you want to go far, go together." Right now we are all going as fast as we can, but are only able to go it alone. This is exhausting, demoralizing, and unsustainable. If we are to go far, we know we must go together, but we need meaningful blocks of time for collaboration with our colleagues, communication with our families, and planning of individualized support for our students.



**SCHOOL  
DISTRICT**

*Preparing children for an ever changing world*

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## Neah-Kah-Nie School District Equity Lens

An Equity, Diversity & Inclusion Lens is a set of questions we ask ourselves to ensure equitable outcomes when you are planning, developing and evaluating a policy, program or service. These questions will help diagnose barriers and identify, measure, and evaluate best practices within access, inclusion, equity and diversity.

1. How does this decision align with our mission to prepare students to become productive and responsible citizens for an ever-changing world through diverse educational opportunities in partnership with the community? How does this decision support our [long-range visionary goals](#)?
2. Who does it impact? Who are the underserved groups affected? Who are the socioeconomic, racial, ethnic, ability, disability, gender identity, sexual orientation groups affected by this practice or decision?
3. Does this policy, program, practice or decision ignore or worsen existing disparities and opportunity gaps? Does it produce other unintended consequences? What are the potential impacts on students, staff, families and community members?
4. How does this decision contribute to a sense of inclusiveness and belonging for all? How does this decision prioritize students and families who have been historically underrepresented or marginalized?
5. How will you reduce the negative impacts and address the barriers? How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
6. What are the barriers to more equitable outcomes? (e.g., mandated, political, emotional, financial, programmatic or managerial)
7. How is the power of decision-making shared with those it affects? How have you intentionally involved stakeholders who are also members of the communities affected by the policy, program, practice, decision, strategic investment or resource allocation? How do you validate your assessment in 2, 3, 4, 5 and 6?
8. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?